

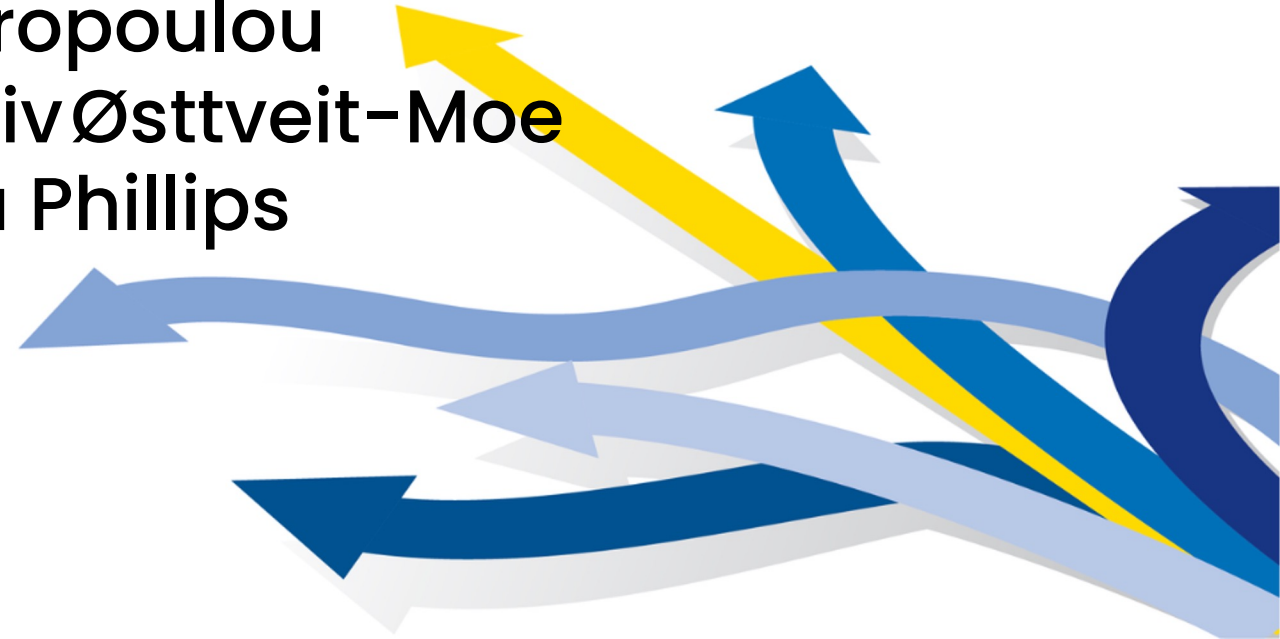


**2024  
Annual Conference**

Leading  
International  
Education  
at a Crossroads

# Prioritizing enhanced and sustainable internationalization through COIL and Virtual Exchange

- Bethany Galipeau-Konate
- Younus Mirza
- Mira Kartiwi
- Zoe Petropoulou
- Hanne Liv Østtveit-Moe
- Cynthia Phillips



# Institutionalizing COIL and Virtual Exchange



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# Mission Statement

Shenandoah University educates and inspires individuals to be critical, reflective thinkers; lifelong learners; and ethical, compassionate citizens who are committed to making responsible contributions within a community, a nation and the world.

## Core Values

- Development of an enduring passion for learning
- Commitment to self-reflection and personal development
- Respect for diverse cultures, experiences, and perspectives
- Celebration of creative performance, expression, teaching, and discovery
- Cultivation of leadership to advance positive change and growth
- Dedication to citizenship, professional services, and global outreach



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BARZINJI INSTITUTE  
FOR GLOBAL VIRTUAL LEARNING



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# GLOBAL CITIZENSHIP PROJECT

[APPLY NOW >](#)

## A Global Perspective

**Minahil Shahbaz '22**

Nursing Student

"My GCP experience in Puerto Rico was absolutely amazing!! Not only did I get to experience a whole new culture, but I also got to make new friends and got out of my comfort zone. My favorite thing about Puerto Rico was trying new food and learning more about Puerto Rican history. I also was amazed by visiting the Universidad del Sagrado Corazón. They have an amazing nursing school and a lot of high-tech simulation tools. Overall, it was a fantastic experience!"

[GCP >](#)



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# Professional Development Program

**Joint Training Workshops and Webinars:** Shenandoah University is the main organizer of the trainings. These sessions focus on various aspects of COIL, such as course design, technology use, cross-cultural communication, and best practices in online international education.

**Faculty Exchange Programs:** Implementing virtual or physical faculty exchange programs can be an effective way for educators to immerse themselves in different academic environments and cultures.



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# 2020

TRAINER:

## GREG W. TUKE

Greg Tuke is a lecturer and a leading international instructional coach in the design of Collaborative Online International Learning (COIL) courses. Mr. Tuke has taught Contemporary Social Issues courses at both Seattle University and the University of Washington, using video, social media and video conferencing to enhance cross-cultural teamwork and problem-solving. He was awarded a Denali Fellowship, one of nineteen leading social entrepreneurs in the United States selected for this three-year fellowship, in cooperation with the Harvard Business School. In 2015 he was selected as a Fulbright Scholar, to work with university faculty throughout India and Indonesia, providing training in how to embed international collaboration strategies into existing courses. He has led COIL training workshops in Egypt, Spain, Jordan, Canada, and continues to provide faculty training throughout the US.



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# 2021

TRAINERS:



Prof. Dr. Vicky Spencer  
Shenandoah University  
USA



Prof. Dr. Chen Ting-Yu  
Shenandoah University  
USA



Prof. Dr. Mira Kartiwi  
IIUM  
Malaysia



Dr. Karrin Lukacs  
Shenandoah University  
USA



Alanna Ropchock Tierno  
Shenandoah University  
USA



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**Prof. Dr.  
Hamzah Mohd  
Salleh**  
IIUM,  
Malaysia



**Prof. Dr. Vicky  
Spencer**  
Shenandoah  
University  
USA

# Fighting Hunger in a Global Pandemic

The purpose of this COIL project was to explore an international virtual student collaboration between two universities, Shenandoah University (SU), in the U.S., and International Islamic University Malaysia (IIUM). Students were placed into one of four groups which were made up of three first year students from IIUM, and two graduate students from SU. Based on the U.N. Sustainability Goal #2: Zero Hunger, the driving question for the assignment was: What can we do to ensure that people have access to food during a pandemic? Using messenger apps and social media platforms to communicate with each other, students examined what is already being done to address hunger, and then searched for ways to expand on or create new solutions to the problem. As students worked collaboratively on this project, they examined how these challenges and solutions differed between their cultures. Last of all, students developed a visual presentation to share with peers from the partnering university.

- Both countries are experiencing a pandemic.
- Both countries are in an economic crisis and many people have lost their jobs or their income severely affected.
- People need a way to access food for their families.



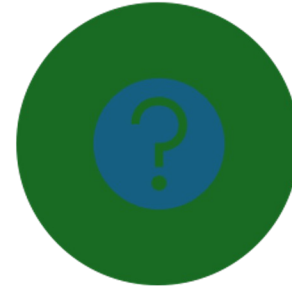
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## Norway Panorama Institute: COIL best practices



**Norway  
Panorama Institute**



What is it?

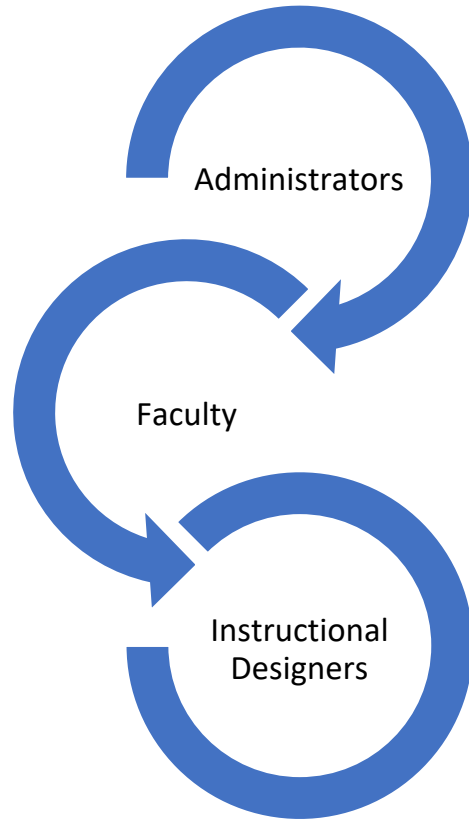


What were the goals?



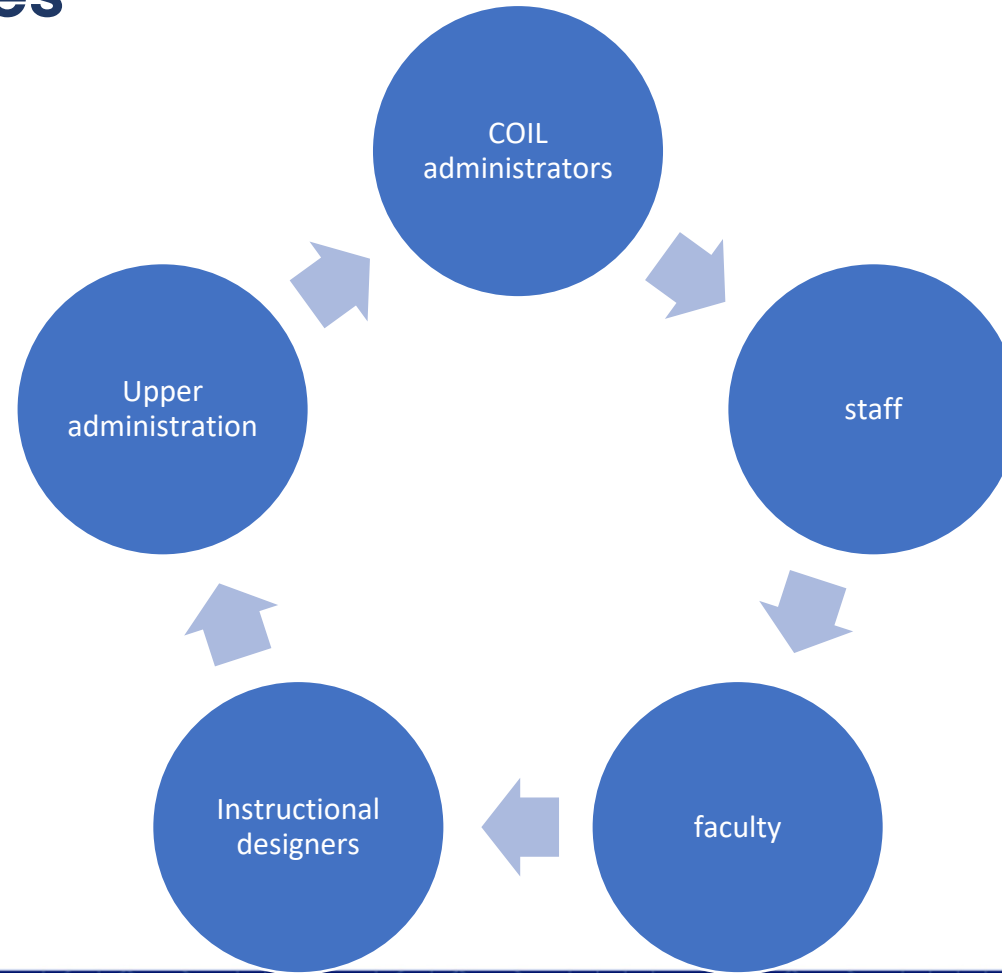
What did it mean for VID  
Specialized & St. John's  
University?

# *Norway Panorama Institute: innovative practices*





# Enhancing Internationalization *Norway Panorama Institute*: VID Specialized & St. John's Universities : transferable lessons/synergies





Partnership building



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## **Sustainable partnerships and lessons learned**

- Sustain collaboration with institutional commitment
- Create additional opportunities for collaboration through synergies
- Create a campus culture of inclusive internationalization and collaboration across academic communities

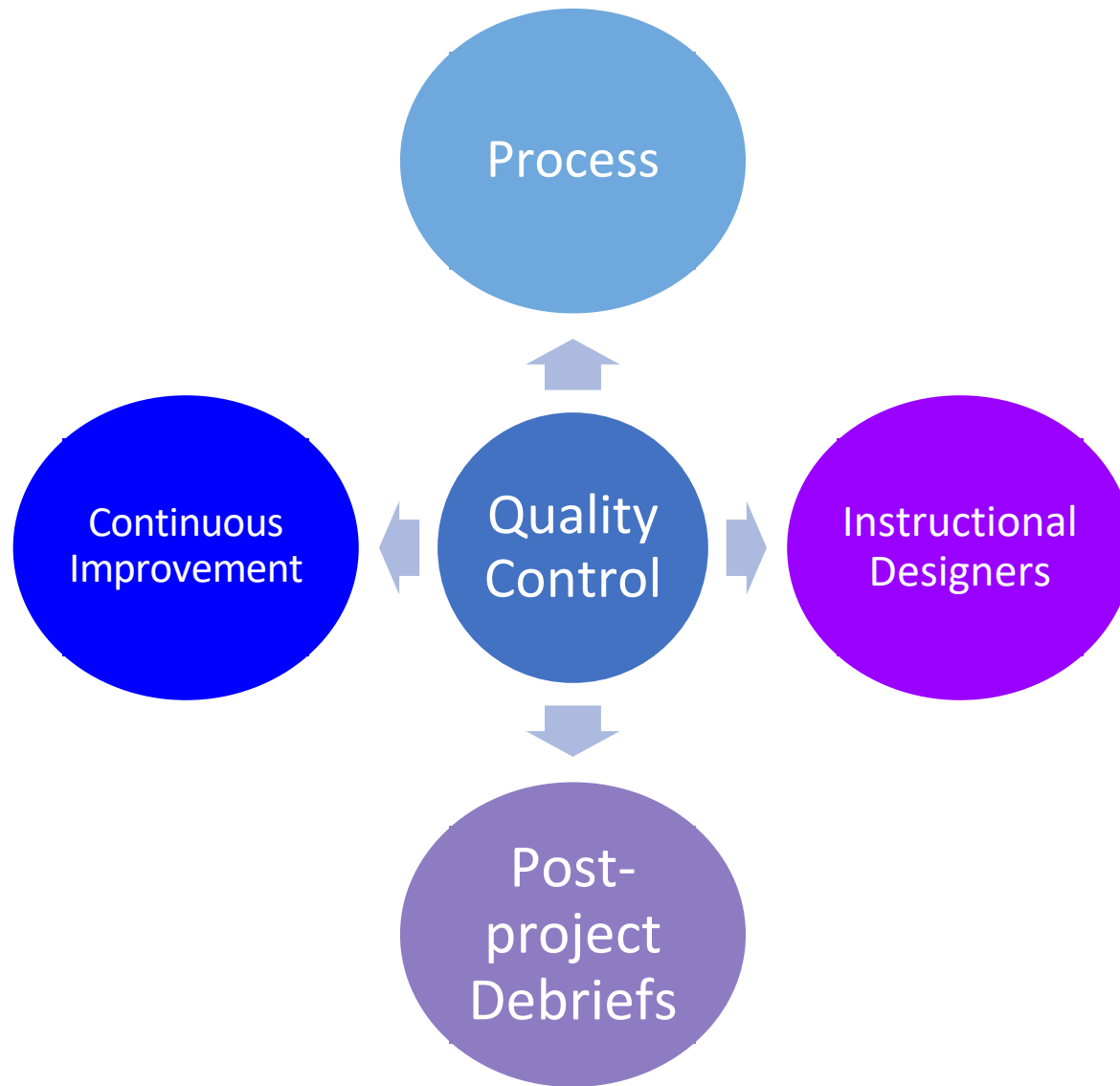


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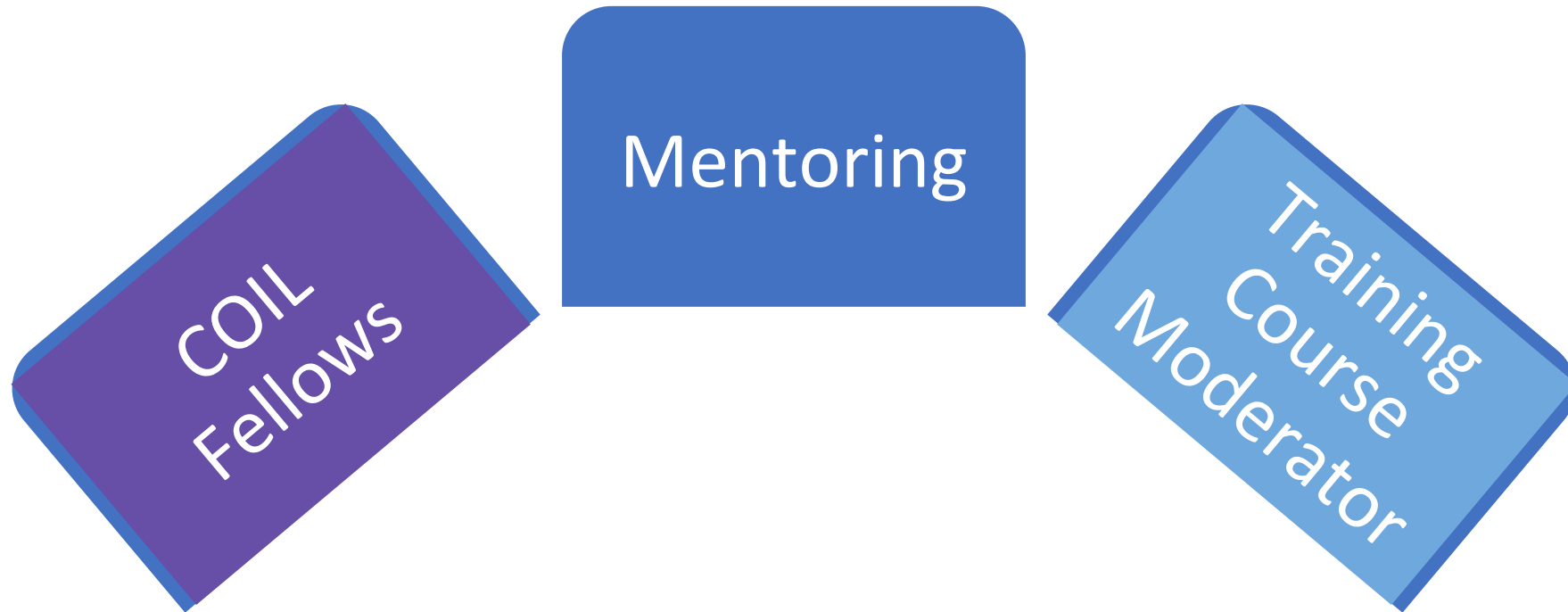
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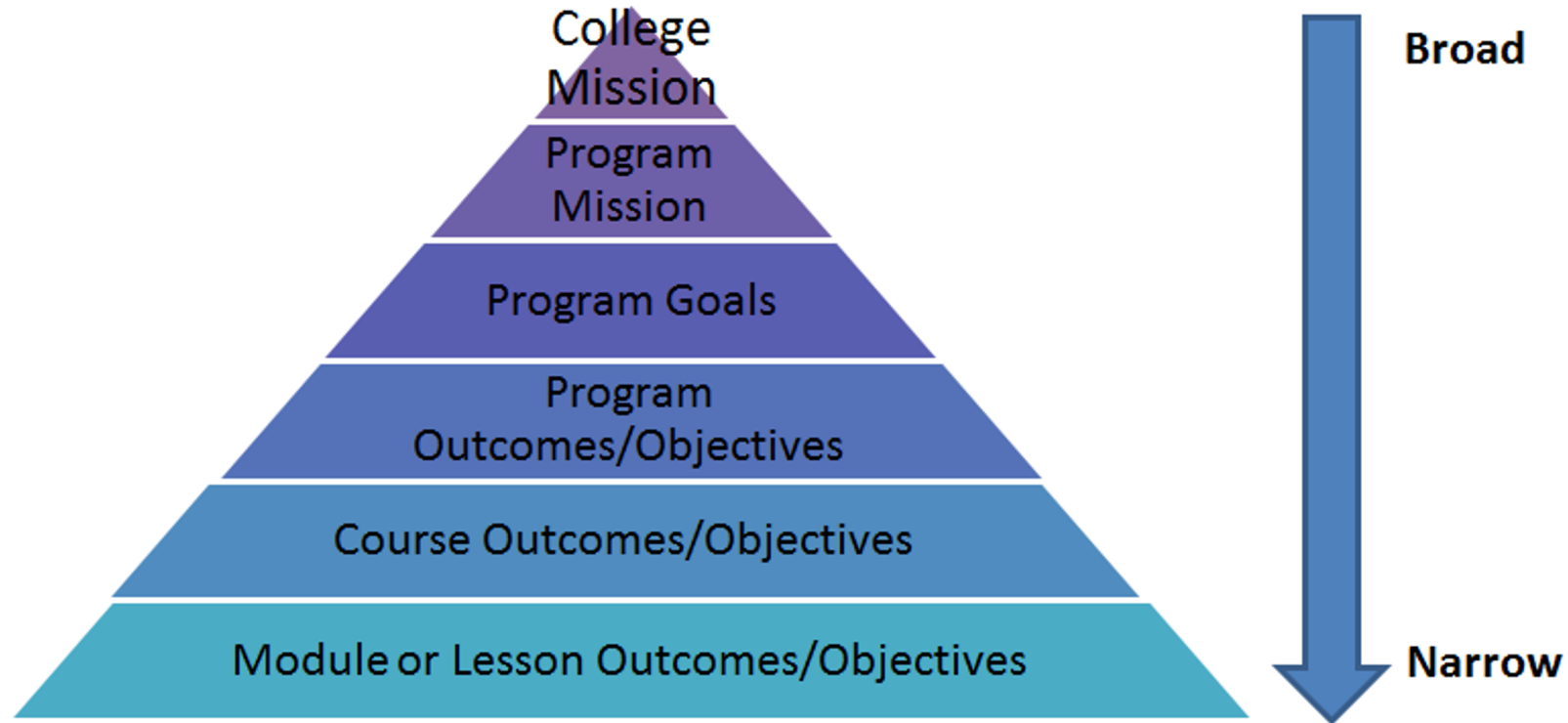


# Developing a Quality COIL Program: Future Initiatives





# Assessment Levels



Source: AAC&U Institute



# Q & A

## Discussion questions:

- What is the role of VE/COIL in your institutional goals and the way they can include a larger number of students?
- How does your institution prepare faculty with the confidence and skills needed to implement an effective VE/COIL project?
- How can comprehensive training by AAC&U help advance the institutional goals? (What could the role of AAC&U be?)
- What changes or innovations can be implemented as a result of the meaningful alignment of our VE/COIL programs and efforts in the internationalization of higher education?
- How do you align and manage the various levels of assessment related to a VE/COIL program (course learning outcomes, broader global learning goals, institutional mission and goals)?



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